SPRING

Guide to Test Interpretation

AIMS and Stanford 10

ARIZONA'S

Instrument to Measure Standards

AZ00000883

PEARSON

Table of Contents

The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Introduction

History of AIMS

The following federal and state statutes establish the mandates for the Arizona's Instrument to Measure Standards (AIMS). ARS 15-741 authorizes the State Board of Education to implement a standards based test to measure pupil achievement on the state board adopted academic standards in at least writing, reading, and mathematics in at least four grades designated by the board. Federal legislation, the No Child Left Behind Act (NCLB), requires a standards based assessment in language arts (reading) and mathematics for Grades 3 through 8 and once in high school and a standards based assessment in science once during each grade-band of 3–5, 6–9, and 10–12.

ARS 15-701.01 authorizes the state Board of Education to develop a competency test for graduation of pupils from high school in the areas of writing, reading, and mathematics. State Board of Education rule established the graduating class of 2006 as the first graduating class required to pass these three content areas of AIMS HS to earn a high school diploma. Students have multiple opportunities to pass all content areas for graduation. ARS 15-701.01 also allows alternate paths to graduation that do not require passing these three content areas of AIMS HS.

AIMS HS was first administered in Spring 1999 in the content areas of writing, reading, and mathematics and was based on the 1996 Arizona Academic Standards. AIMS for Grades 3, 5, and 8 was first administered in Spring 2000 in the content areas of writing, reading, and mathematics and was based on the 1996 Arizona Academic Standards. The first fall administration of AIMS HS was in 2004. In Spring 2005, AIMS was expanded to include all Grades 3 through 8, and a norm-referenced test was embedded in AIMS for all Grades 3 through 8. Also in Spring 2005, all grade levels of AIMS reading and mathematics were based on the articulated grade level 2003 Arizona Academic Standards. The science content area of AIMS was first administered in Spring 2008 in Grades 4, 8, and HS and was based on the 2005 Arizona Science Standard. The Spring 2010 administration of AIMS in the content area of mathematics is the first to be based on the 2008 Arizona Mathematics Standard.

Arizona's Academic Standards

Arizona developed Benchmark Academic Standards in 1996. After the enactment of NCLB, Arizona articulated grade level academic standards in reading and mathematics in 2003, writing and science in 2004, and social studies in 2005. The Science Standard was updated in 2005. The Mathematics Standard was revised in 2008.

Arizona's standards are written by Arizona educators, who represent the diversity of the state, through a multi-committee process. The standards are also reviewed by national experts and by Arizona citizens through public forums and comment periods. The last step in the development of a standard is the adoption of the proposed standard by the State Board of Education. Once adopted by the State Board of Education, schools and districts are given a transition period of one school year prior to full implementation of a newly adopted standard. AIMS is based on the adopted academic standards and the first assessment of a "new" standard is in the spring of the implementation year.

Development of AIMS

It is essential that AIMS measures the depth, breadth, and intent of the Arizona Academic Standard for each content area. The cycle of test item development is a two-year process from writing an item to its use as an operational item on a test.

Arizona educators are an integral part in the development of AIMS. Items on the test are developed by Arizona educators and are directly linked to Arizona's academic standards. Committees of educators create the test blueprint, design the item specifications, write the actual items, review the items for bias and content match to the standard, and select the items to be field tested. Reading, mathematics, and science field test items are generally embedded into the operational assessments. Writing prompts are field tested in stand-alone field tests. These field test items and prompts do not count toward a student's score but are evaluated for statistical quality to potentially use operationally. After field testing, committees of educators analyze the field test data and finally select items that appear on AIMS.

AIMS tests are composed of multiple choice items. AIMS Writing includes a single writing prompt. The Blueprint for each academic area assessment can be found on the Arizona Department of Education Web site at www.azed.gov.

Content Standards and Performance Level Descriptors

The Arizona Academic Standards provide the basis for the Performance Level Descriptors that characterize the four Achievement Levels that students can achieve on AIMS. The standards are the target that all students should strive to meet. Content Standards can be found on the ADE Web site at www.azed.gov. The performance level descriptors are organized into achievement levels. These achievement levels describe the performance of a typical student at that level.

- Falls Far Below the Standard

  Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's standards. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

- Approaches the Standard

  Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard possess some understanding and skills necessary to begin working on the content required of the student who meets the standards. Due to incomplete understanding, additional instruction and remediation may be necessary in order to achieve a satisfactory level of achievement.

- Meets the Standard

  Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the standards. Students who perform at this level are prepared to begin work on materials that may be required for the next grade level. Attainment of at least this level is the goal for all students.

- Exceeds the Standard

  Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who exceed the standard have demonstrated exceptional and exemplary attainment of knowledge and skills.

There are also detailed content specific Performance Level Descriptors by grade for Writing, Reading, Mathematics, and Science. The detailed descriptors by content area can be found at www.azed.gov.

The Purpose of Testing

One of the principal purposes of a school testing program is to provide teachers with information to help students learn. Testing, or assessment, plays a vital role in today's education environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Assessment results are used to help improve teaching and learning and to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important functions it performs, educational assessment is a fundamental activity in every school, district, and state. It is a vital complement to innovation, higher standards, and educational excellence.

AIMS measures a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. Students in Grades 3 through 8 and high school are assessed in reading and mathematics. Students in Grades 5, 6, 7 and high school are assessed in writing, and students in Grades 4, 8, and high school are assessed in science.

The Stanford 10 compares a student's performance to students in the same grade across the nation. Students in Grades 2 through 9 take the Stanford 10 in the content areas of reading, mathematics, and language. For students in Grades 3 through 8, the Stanford 10 test is embedded within the AIMS test.

AIMS and Stanford 10 results can be used to guide the planning of curriculum and instruction within a classroom, school, and district. The test results can help inform changes that directly impact student understanding of the academic standard.

AIMS results are used in the state accountability system (AZ LEARNS) for the evaluation of school and district performance. The spring results of students in Grades 3 through 8 and in their second year of high school are used in the federal accountability system (AYP).

The majority of Arizona high school students must pass AIMS HS Writing, Reading, and Mathematics in order to graduate. Students test for the first time in the spring of their second year in high school. Students have additional opportunities to test in the fall and spring until they graduate.

Components of AIMS

Writing

AIMS Writing measures skills in written communication through an extended writing response. Students demonstrate their ability to apply critical thinking as they work through the writing process and produce an extended response to a prompt. AIMS Writing is based on the traits of Ideas & Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. It is scored by readers who are trained with materials designed by Arizona teachers.

Reading

Comprehension of written communication in all forms, both fiction and nonfiction, are assessed in AIMS Reading. Students will read various passages and answer questions. Demonstrating the ability to understand complex text requires students to read and apply comprehension skills. Each passage will have several multiple choice questions ranging from recall to analysis of author's intent to following multi-step directions. AIMS Reading is based on Reading Process, Comprehending Literary Text, and Comprehending Informational Text. AIMS Reading contains multiple choice items with four possible answer choices for each item. The answers are machine scored.

Mathematics

Students demonstrate their ability to understand the concepts of mathematics and their application in problem solving and computation. Communication, problem solving, reasoning and proof, connections, and representation are applied in problems of estimation, interpreting graphs, geometry, and algebra. AIMS Mathematics provides multiple choice items that measure student ability in these areas. AIMS Mathematics is based on Number and Operations; Data Analysis, Probability, and Discrete Mathematics; Patterns, Algebra, and Functions; Geometry and Measurement; and Structure and Logic. AIMS Mathematics contains multiple choice items with four possible answer choices for each item. The answers are machine scored.

Science

AIMS Science is designed to assess each student's ability to apply the processes of scientific inquiry to real-world scientific investigations. Students also answer questions that test their understanding and application of science content knowledge. Other questions evaluate students' understanding of the history and nature of science, the relationship between science and technology, and the impact of science and technology on humans and the environment. AIMS Science contains multiple choice items with four possible answer choices for each item. The answers are machine scored.

About Stanford 10

Stanford 10 is a norm-referenced achievement test. This means student's scores describe how he or she did on the test compared with other students in the same grade across the nation who took the test at about the same time in the school year. Students cannot pass or fail a test such as the Stanford 10, nor are results used to assign grades.

The Stanford 10 is a multiple choice assessment administered in Grades 2 through 9.

Reading

The Reading component assesses phonemic awareness, decoding, phonics, vocabulary, and comprehension. It includes literary, informational, and functional reading selections.

Mathematics

The Mathematics component measures mathematics problem solving as well as the ability to communicate and reason mathematically.

Language

The Language component includes questions to test strategies in prewriting and composing. It mirrors a real editing situation with a variety of embedded errors. It is an integrated test that measures prewriting, composing, and editing and resembles an authentic writing task.

What Information Do I Receive

Reading and Interpreting Test Results

This section describes the AIMS and Stanford 10 scores that you may receive for individual students or for your school. These scores provide information to help you plan instruction. To interpret the test results, you will want to understand the purpose and special characteristics of each type of score. Each score provides a distinct way of identifying strengths and weaknesses of individual students and groups of students. The various scores will also help provide ways to determine how well each student is meeting the instructional objectives and standards specified for his or her grade.

Raw Scores

The most basic score is the raw score, the number of questions the student has answered correctly. A raw score must always be interpreted in relation to the particular set of questions on which the score was earned. Because each content area differs in length, content, and difficulty, raw scores cannot be compared directly across content areas.

Scaled Scores

Scale Scores provide a stable means of comparing student performance across administrations for a given content area. This is done by adjusting for minor differences in test difficulty across administrations and transforming raw scores to a stable scale score metric. For example, a scale score of 600 on one administration reflects the same student ability as a scale score of 600 earned on another administration for the same content area. However, scale scores cannot be compared across content areas.

Criterion-Referenced Scores

Criterion-referenced scores describe performance relative to a predetermined external criterion. AIMS tests are criterion-referenced tests. The items are directly linked to the Arizona Academic Standard, which is what students are expected to master prior to testing.

Performance Levels

A performance level is a criterion-referenced score that represents a level of mastery. It provides information about what students know and are able to do. Performance level standards on the AIMS were obtained through a standard-setting procedure. AIMS provides four performance levels:

- Falls Far Below the Standard.
- Approaches the Standard.
- Meets the Standard.
- Exceeds the Standard.

Each performance level depicts student performance relative to state academic standards for a given subject area. Performance level results provide an indication of how well Arizona students are meeting the state academic standards.

Norm-Referenced Scores

Norm-referenced scores describe performance relative to other students in the same grade across the nation who took the test at about the same time in the school year. Stanford 10 is a norm-referenced test.

The national reference group of students to whom students are compared is called the "norm group."

Percentile Ranks and Stanines (PR-S)

Percentile Ranks (PR) and Stanines (S) are useful because they can be compared from one subject area to another. A percentile rank shows the percentage of students in the comparison group whose scores were equal to or lower than a student's score. Percentile ranks range from a low of 1 to a high of 99, with 50 meaning "average." Percentile ranks do not stand for actual amounts of a student's knowledge. A percentile rank of 42, for example, does not mean that the student answered 42 percent of the questions correctly or that the student has learned 42 percent of the skills taught. A percentile rank of 42 means that the student has done as well as or better than 42 percent of the group with which he or she is being compared.

Like percentile ranks, stanines show how a student performed in relation to a group and can be compared from one subject area to another. Stanines range from a low of 1 to a high of 9, with 5 meaning "average." Stanines 1, 2, and 3 are considered below-average scores; stanines 4, 5, and 6 are considered average scores; and stanines 7, 8, and 9 are considered above-average scores.

If the column is labeled "National PR-S," the student's score has been compared with the national norm group.

Normal Curve Equivalent

The Normal Curve Equivalent (NCE) is derived from the percentile rank and is used primarily for research purposes or for averaging scores.

How Did My Students Do

Looking At Performance

The results of the AIMS test and Stanford 10 test can be of great value to teachers when considered together with information from other sources. Test results can give you information about specific areas of strength and weakness in achievement for individuals or groups of students; help you set up instructional priorities; assist you in grouping students for instruction; and allow you to compare the performance of your students against the Arizona State Content Standards. Remember, however, that test results are a picture of a student's achievement at a single point in time. Test results must be considered in light of information you have gathered about the student from other sources. Such sources include teacher-made tests, classroom performance in both large- and small-group activities, informal assessments, teacher observations and checklists, portfolios, and logs. The following general guidelines will help you review and analyze test results for an individual student or group of students.

General Guidelines

Watch for the unusual. In general, test results confirm or extend what an observant teacher already knows about a student. Unexpected patterns of scores, high points, and low points can often direct you to individual or class instructional needs or to areas where more information is needed.

Interpretational Cautions

Group and Item Level Comparisons—Caution must be taken when evaluating results based on either groups of students or subsets of items. Statistics such as means or percentages based on small group sizes or only a few test questions can be misleading because the measurement error increases as the sample sizes decrease. The smaller the sample, the poorer the statistic is for drawing inference.

Raw Score Comparisons—Raw score results should not be compared across grade level or across test administrations, even within the same content area. With no correction for differences in item difficulty from one test to another, raw score totals reflect differing levels of overall performance and do not provide the necessary foundation for drawing reliable conclusions.

Always ask "Why?" Why did Christopher do so much better in Mathematics than in Reading? Does he have a special interest in math? Was he absent during a very important time in English class?

In addition to questions about an individual student's performance on one or more content area, you should also compare an individual student's performance to that of the group as a whole. For example, Marita's scores were among the highest in the group, but her classwork is average. What factors could account for this difference in performance? Does she have trouble working in the class environment? Is she easily distracted by others? Does she like to learn on her own about topics she particularly enjoys rather than about topics in specific school subjects?

Answering these questions will probably require further investigation and the use of additional sources of information.

Don't overemphasize small differences. Standardized tests are a good source of information, but like any other measuring instrument, they are not perfect. If the tests were readministered or if another form of the test had been given, most students' raw scores would vary somewhat. One student might score a bit lower in one strand and slightly higher in another strand; another student might score a bit higher in one strand and exactly the same in a second strand, and so on. Small differences in a student's scores are best treated as random fluctuations.

Large differences, however, should be noted. These are most likely meaningful differences.

Interrelate information from different content areas. It is sometimes helpful to consider performance in a content area in light of performance in other content areas. Deficient language or reading skills, for example, often affect performance in other areas. Special instruction in language and reading for those students with marked difficulty in these areas may well result in improved performance in other areas where learning and assessment are dependent on these skills.

Don't expect to discover something new and different about every student. A testing program is similar to a periodic medical checkup; you don't expect to find something unusual every time you see the doctor. Knowing that nothing is wrong is good information. Most students will have scores that fall into a regular pattern. Some will be above average and some below average, without any exceptional differences between their scores in each content area. However, sometimes you may find that patterns of scores are different from what you had expected. The times that you learn something about your students that you didn't know previously make the testing program worthwhile.

Factors Affecting Achievement

There are many factors that you should keep in mind when looking at test performance. As you examine and interpret students' test results, remember that achievement in school and on the test may be affected by any of the factors listed below:

Student/Home Factors

- The student's general health and physical condition.
- The student's school-attendance record.
- The student's interest in school.
- The student's study and work habits.
- The stability of the student's home environment.
- The support and/or help the student is able to receive at home.

School Factors

- The appropriateness of the level of instruction for the student.
- The amount of time available for instruction.
- The expectations set for the student.
- The appropriateness of school settings/groupings for the student.
- The appropriateness of instructional materials and methods for the student.

Evaluating Group Performance

An analysis of the performance of the individual students within a group best begins with an analysis of the performance of the group as a whole. Areas of strength or instructional need for individual students will have more meaning when considered in light of performance of the entire group. Areas in which performance was low for a significant number of students in a group, for example, may indicate that a particular instructional standard had not yet been introduced; or it had been introduced but not yet mastered at the time of testing. Areas in which a significant number of students performed very well may indicate that further instruction for that standard may not be required for many students in the group.

Test scores can provide many valuable insights into students' skills and abilities. It is important to remember, however, that educational decisions in the classroom must ultimately be made by the person who knows the students in a particular class and is familiar with their instructional backgrounds—the teacher.

AIMS is administered to determine a student's degree of competency in the Arizona Academic Standards. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Summary Concept Performance Report

The summary concept performance report (Figures 1a and 1b) communicates to administrators the performance of groups within the school at the strand/concept level. The report will be provided in both paper and PDF formats. The electronic copy will be posted in PearsonAccess. The report will contain number of points possible, state mean points, district mean points, school mean points, and the mean scores for each group within the school.

Confidential Roster Report with Summary

The Confidential Roster Report with Summary (Figures 2a–2d) communicates to administrators the scale score and performance level of each individual student in a given content area. The summary provides aggregated information of the performance level within the school, the number of students with valid results, and the mean scale scores. The report will be provided in both paper and PDF formats. The electronic copy will be posted in PearsonAccess. The report detail will contain scale score as well as performance levels while the summary will contain the number of students with valid results, a mean scale score, and the aggregated performance levels of students by cohort within a particular school.

Summary Concept Performance Report

Arizona's
Instrument to Measure Standards
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS **Grade: 5**

Writing Traits	Number of Points Possible	State Mean Points	District Mean Points	School Mean Points	Group – Means Points Earned					
					GROUPNAME1	GROUPNAME2	GROUPNAME3			
Trait 1: Ideas and Content	##	##	##	##	##	##	##			
Trait 2: Organization	##	##	##	##	##	##	##			
Trait 3: Voice	##	##	##	##	##	##	##			
Trait 4: Word Choice	##	##	##	##	##	##	##			
Trait 5: Sentence Fluency	##	##	##	##	##	##	##			
Trait 6: Conventions	##	##	##	##	##	##	##			
Students with Valid Results		##	##	##	##	##	##			

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

Purpose
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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Figure 1a Summary Concept Performance Report (AIMS 3–8)

Summary Concept Performance Report

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS

Cohort: ANYCOHORT

Mathematics Strand/Concept	Number of Points Possible	State Mean Points	District Mean Points	School Mean Points	Group – Means Points Earned						
					GROUPNAME1	GROUPNAME2	GROUPNAME3	GROUPNAME4			
Strand 1: Number and Operations	##	##	##	##	##	##	##	##			
Concept 1/2/3: Number Sense/Numerical Operations/Estimation	##	##	##	##	##	##	##	##			
Strand 2: Data Analysis, Probability, and Discrete Mathematics	##	##	##	##	##	##	##	##			
Concept 1: Data Analysis (Statistics)	##	##	##	##	##	##	##	##			
Concept 2: Probability	##	##	##	##	##	##	##	##			
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	##	##	##	##	##	##	##	##			
Strand 3: Patterns, Algebra, and Functions	##	##	##	##	##	##	##	##			
Concept 1: Patterns	##	##	##	##	##	##	##	##			
Concept 2: Functions and Relationships	##	##	##	##	##	##	##	##			
Concept 3: Algebraic Representations	##	##	##	##	##	##	##	##			
Concept 4: Analysis of Change	##	##	##	##	##	##	##	##			
Strand 4: Geometry and Measurement	##	##	##	##	##	##	##	##			
Concept 1: Geometric Properties	##	##	##	##	##	##	##	##			
Concept 2: Transformation of Shapes	##	##	##	##	##	##	##	##			
Concept 3: Coordinate Geometry	##	##	##	##	##	##	##	##			
Concept 4: Measurement	##	##	##	##	##	##	##	##			
Strand 5: Structure and Logic	##	##	##	##	##	##	##	##			
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	##	##	##	##	##	##	##	##			
Students with Valid Results		##	##	##	##	##	##	##			

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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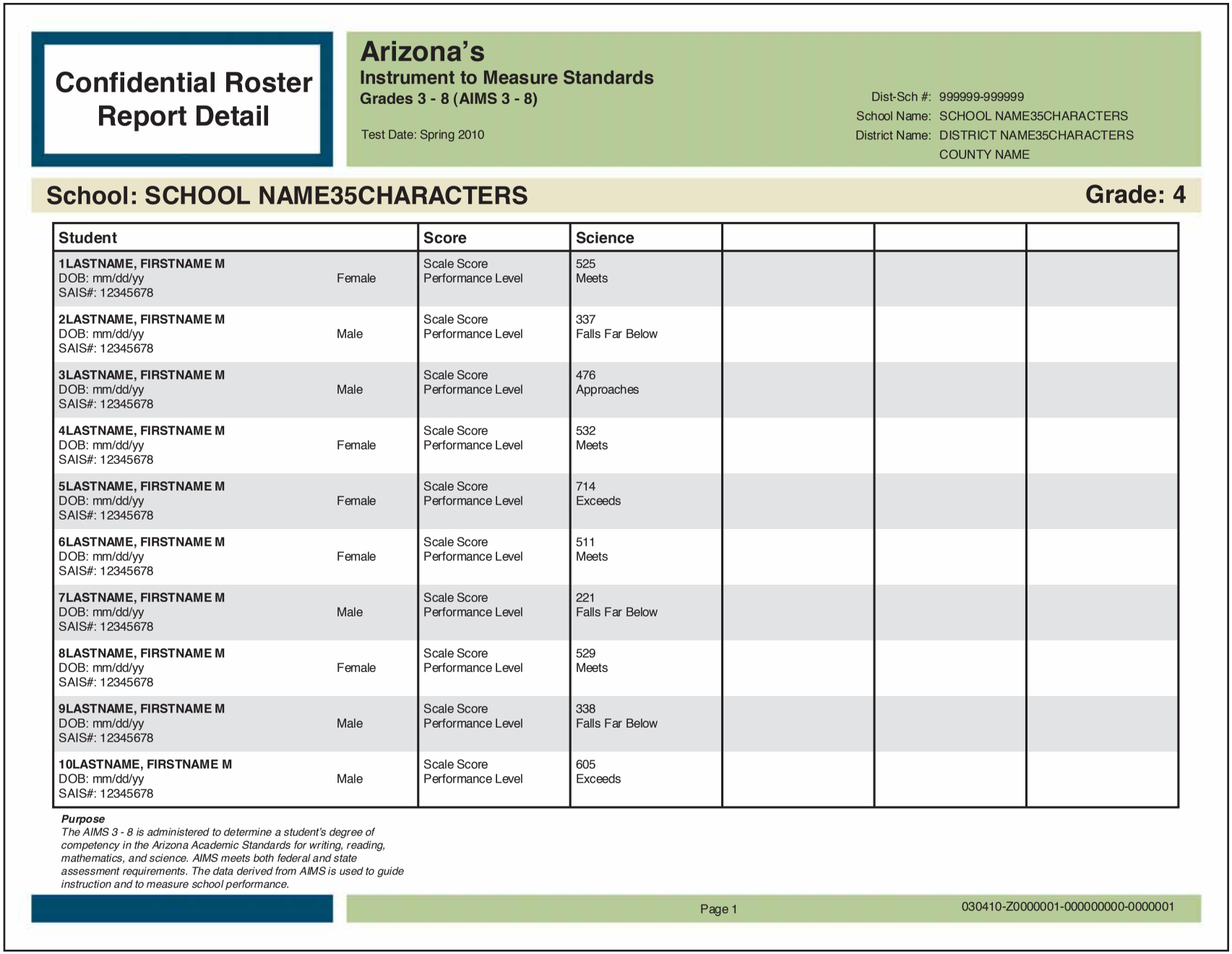
Figure 1b Summary Concept Performance Report (AIMS HS)



Confidential Roster Report Detail

Arizona's
Instrument to Measure Standards
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS **Grade: 4**

Student		Score	Science			
1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	525 Meets			
2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	337 Falls Far Below			
3LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	476 Approaches			
4LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	532 Meets			
5LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	714 Exceeds			
6LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	511 Meets			
7LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	221 Falls Far Below			
8LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	529 Meets			
9LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	338 Falls Far Below			
10LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	605 Exceeds			

Purpose
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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Figure 2a Confidential Roster Report with Summary (AIMS 3–8), Page 1

Roster Report Summary

Arizona's
Instrument to Measure Standards
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS

Grade: 4

	Performance Levels	Science			
PASS	4 EXCEEDS	20%	2 Students		
	3 MEETS	40%	4 Students		
	2 APPROACHES	10%	1 Students		
	1 FALLS FAR BELOW	30%	3 Students		
	Students with Valid Results	10			
	Mean Scale Score	478.8			

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

Purpose
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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Figure 2b Confidential Roster Report with Summary (AIMS 3–8), Page 2

Confidential Roster Report Detail

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS

ANYCOHORT

Student		Score	Reading			
1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	629 Approaches			
2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	620 Falls Far Below			
3LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Male	Scale Score Performance Level	620 Falls Far Below			
4LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	616 Falls Far Below			
5LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	611 Falls Far Below			
6LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678	Female	Scale Score Performance Level	620 Falls Far Below			

Purpose
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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Figure 2c Confidential Roster Report with Summary (AIMS HS), Page 1

Roster Report Summary

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

Test Date: Spring 2010

Dist-Sch #: 999999-999999
School Name: SCHOOL NAME35CHARACTERS
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

School: SCHOOL NAME35CHARACTERS

ANYCOHORT

	Performance Levels	Reading			
PASS	4 EXCEEDS	0% 0 Students			
PASS	3 MEETS	0% 0 Students			
	2 APPROACHES	17% 1 Students			
	1 FALLS FAR BELOW	83% 5 Students			
	Students with Valid Results	6			
	Mean Scale Score	619.3			

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

Purpose
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

030910-Z0000001-000000000-0000001

Figure 2d Confidential Roster Report with Summary (AIMS HS), Page 2

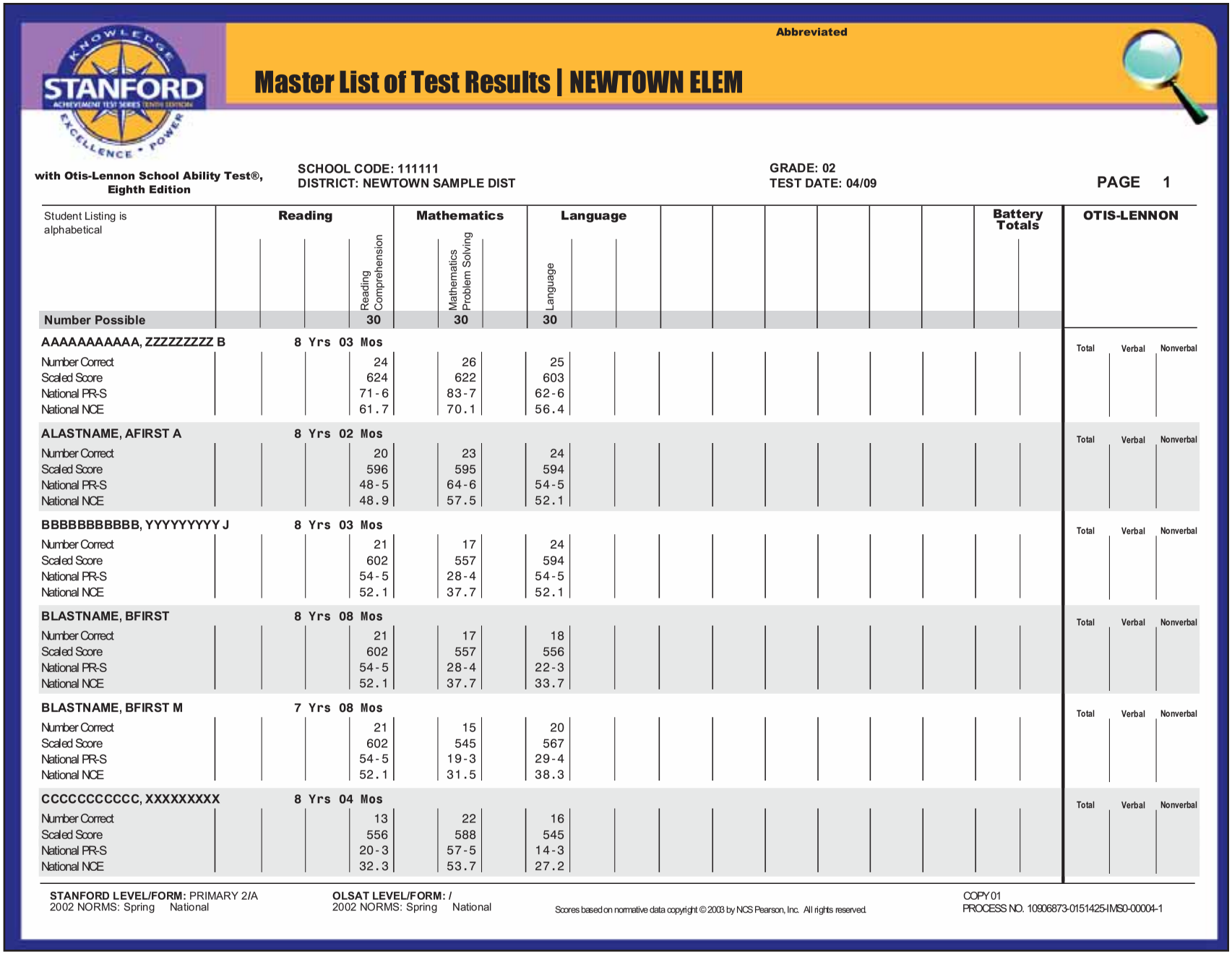
Stanford 10 Master List Summary

The Master List Summary (Figure 3a) communicates to administrators the performance of the entire school compared to the national percentile. The report will be provided for Grades 2 and 9 in both paper and PDF formats. The electronic copy will be posted to PearsonAccess. The report will contain the number possible, mean number correct, mean scaled score, the national PR-S of the mean national NCE, mean national NCE, and at/above the 50th national percentile rank.

Stanford 10 Master List of Test Results

The Master List of Test Results (Figure 3b) communicates to administrators the performance of the entire school with each student listed individually compared to the national percentile. The report will be provided for Grades 2 and 9 in both paper and PDF formats. The electronic copy will be posted to PearsonAccess. The report will contain the number possible, number correct, scaled score, national PR-S, and national NCE.

Figure 3a Stanford 10 Master List Summary



Abbreviated

Master List of Test Results | NEWTOWN ELEM

with Otis-Lennon School Ability Test®, Eighth Edition

SCHOOL CODE: 111111
DISTRICT: NEWTOWN SAMPLE DIST

GRADE: 02
TEST DATE: 04/09

PAGE 1

Student Listing is alphabetical	Reading			Mathematics		Language								Battery Totals	OTIS-LENNON		
			Reading Comprehension		Mathematics Problem Solving		Language										
Number Possible			**30**		**30**		**30**										
AAAAAAAAAA, ZZZZZZZZZ B	**8 Yrs 03 Mos**														Total	Verbal	Nonverbal
Number Correct			24		26		25										
Scaled Score			624		622		603										
National PR-S			71-6		83-7		62-6										
National NCE			61.7		70.1		56.4										
ALASTNAME, AFIRST A	**8 Yrs 02 Mos**														Total	Verbal	Nonverbal
Number Correct			20		23		24										
Scaled Score			596		595		594										
National PR-S			48-5		64-6		54-5										
National NCE			48.9		57.5		52.1										
BBBBBBBBBBB, YYYYYYYYY J	**8 Yrs 03 Mos**														Total	Verbal	Nonverbal
Number Correct			21		17		24										
Scaled Score			602		557		594										
National PR-S			54-5		28-4		54-5										
National NCE			52.1		37.7		52.1										
BLASTNAME, BFIRST	**8 Yrs 08 Mos**														Total	Verbal	Nonverbal
Number Correct			21		17		18										
Scaled Score			602		557		556										
National PR-S			54-5		28-4		22-3										
National NCE			52.1		37.7		33.7										
BLASTNAME, BFIRST M	**7 Yrs 08 Mos**														Total	Verbal	Nonverbal
Number Correct			21		15		20										
Scaled Score			602		545		567										
National PR-S			54-5		19-3		29-4										
National NCE			52.1		31.5		38.3										
CCCCCCCCCCC, XXXXXXXXX	**8 Yrs 04 Mos**														Total	Verbal	Nonverbal
Number Correct			13		22		16										
Scaled Score			556		588		545										
National PR-S			20-3		57-5		14-3										
National NCE			32.3		53.7		27.2										

STANFORD LEVEL/FORM: PRIMARY 2/A
2002 NORMS: Spring National

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2002 NORMS: Spring National

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Figure 3b Stanford 10 Master List of Test Results

Evaluating Individual Performance

After you have evaluated group performance, you should analyze individual reports for the students. Interpreting test results for an individual student not only gives you information about the student's strengths and instructional needs but can also help you understand group performance. A close evaluation of students' performance on the strands and concepts within a content area, for example, may help to explain unusual patterns of performance in that content area for the group as a whole.

Student Report

The Student Report is shown in Figures 4a–4d. The report will be provided in both paper (2 copies) and PDF formats. The electronic copy will be posted to PearsonAccess. One of the paper student reports is for the student's parent/guardian. The paragraphs below explain each section of the report.

1 **Student's information**

Here you find the student's name, birth date, test date, school, and district.

2 **Student's score**

See how the student did on the AIMS test by looking at the vertical bar. The student's score is shown by the number at the top of each bar. A score that falls within the "Meets the Standard" range or within the "Exceeds the Standard" range is a passing sore.

Most students are required to pass AIMS HS in the content areas of writing, reading, and mathematics to qualify for high school graduation. Students who have not passed one or more of the required content areas should be given additional help to master the Arizona Academic Standards prior to participating in additional AIMS HS testing opportunities.

3 **Performance Levels**

There are four performance levels: Exceeds the Standard, Meets the Standard, Approaches the Standard, Falls Far Below the Standard. This section describes the general skills and abilities that a typical student demonstrated on AIMS content for each of the performance levels. More detailed performance level descriptors are available on the Arizona Department of Education Web site at www.azed.gov.

4 **The student's strengths and needs based on this test**

This section of the report provides more detailed information about how well the student performed within the tested content area.

For the content areas of reading, mathematics, and science, the chart on this page lists the tested strand and concepts within the content area. The columns show the number of test questions, the number of test questions answered correctly, and the percentage of test questions answered correctly.

For the content area of writing, the chart on this page lists the tested writing traits. The columns show the points possible and the points earned for each trait.

The tested strands, concepts, and traits are based on the Arizona Academic Standards, which describe what the student should know and be able to do at each grade level. For additional information about Arizona Academic Standards, please visit www.azed.gov.

5 The Stanford 10 Norm-Referenced Test (NRT) is a component of AIMS 3–8. Stanford 10 Reading and Language scores will be reported on the Student Report for Reading. Stanford 10 Mathematics scores will be reported on the Student Report for Mathematics.

A closer look at the Student Report will help provide a number of insights into a student's achievement. Keep the following question in mind as you examine each student's report:

- In general, is this student's result what you would have expected, given your day-to-day observations of the student and his or her achievement in class?

When interpreting any set of test results, the teacher's judgment plays a critical role in gaining a total picture of a student's school performance. Achievement test results can add an important ingredient to the formulation of an individual instructional plan.

STUDENT REPORT

For the family of
LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.

1

Arizona's
Instrument to Measure Standards
Grades 3 – 8 (AIMS 3 – 8)

SAIS #: 12345678
Birth Date: mm/dd/yy
Test Date: Spring 2010
Grade: 4

Dist-Sch #: 99999-999999
School Name: SCHOOL NAME35CHARACTERSWWWWWWWWWWW
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

How did FIRSTNAME perform on the Reading Assessment?

Dear Parents/Guardians:

This report includes the results for the Reading portion of the AIMS 3 – 8 Assessment. The individual scores indicate your student's knowledge and mastery of the Arizona Reading Standard.

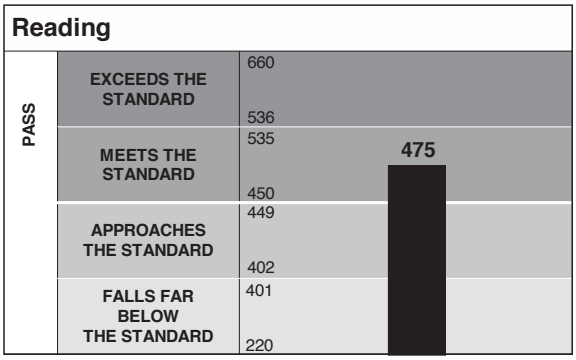
Detailed information about a student's performance on each concept tested is found under the Strand/Concept Results on the back of this report. These results allow teachers to target specific concepts, ensuring that students learn more.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

2 AIMS 3 – 8 Standards Based Results



The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels 3

4 Exceeds the Standard
Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate the ability to use organizational features to locate and analyze specific information in informational text for specific purposes such as differentiating fact from opinion and making inferences.

3 Meets the Standard
Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to identify character traits, setting, and the sequence of events. They will be able to determine various elements of literary selections, including genre, identification of the speaker, and lessons to be learned.

2 Approaches the Standard
Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of root words, affixes, and the use of context clues to determine the meaning of words. They are able to identify the main problem and resolution in a plot from a reading selection. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard
Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Purpose

The AIMS 3-8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

030910 Z0000011-000000000-0000001

Figure 4a Student Report (AIMS 3–8), Page 1

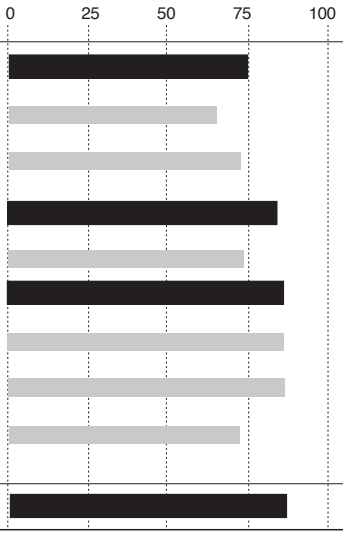
Arizona's
Instrument to Measure Standards
Grades 3 – 8 (AIMS 3 – 8)

Student Report
Page 2

How did FIRSTNAME perform on each Reading Strand/Concept?

Reading Strand/Concept Results

Strands/Concepts 4	Points Possible	Points Earned	Percent Correct
Strand 1: Reading Process	##	##	###
Concept 4: Vocabulary	##	##	###
Concept 6: Comprehension	##	##	###
Strand 2: Comprehending Literary Text	##	##	###
Concept 1: Elements of Literature	##	##	###
Strand 3: Comprehending Informational Text	##	##	###
Concept 1: Expository Text	##	##	###
Concept 2: Functional Text	##	##	###
Concept 3: Persuasive Text	##	##	###
Total	####	####	###



The Stanford 10 Norm-Referenced Test (NRT) is a component of Arizona's Instrument to Measure Standards assessment. The NRT is a valuable piece of information about how your child's academic achievement compares to a representative sample of students in the same grade. The national average percentile rank score on the NRT is 50. The national stanine is a scale that divides the norm population into 9 groups (1 – 9). Stanines 1, 2, and 3 are considered below average. Stanines 4, 5, and 6 are considered average. Stanines 7, 8, and 9 are considered above average.

Score 5	Reading	Language
National Percentile	60	40
National Stanine	6	4

Additional Resources and Information

Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at www.azed.gov.

Figure 4b Student Report (AIMS 3–8), Page 2

STUDENT REPORT

For the family of
LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.

1

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

SAIS #: 12345678
Birth Date: mm/dd/yy
Test Date: mm/dd/yy
Cohort: ANYCOHORT

Dist-Sch #: 99999-999999
School Name: SCHOOL NAME35CHARACTERSWWWWWWWWWWWW
District Name: DISTRICT NAME35CHARACTERS
COUNTY NAME

How did FIRSTNAME perform on the Reading Assessment?

Dear Parents/Guardians:

This report includes the results for the Reading portion of the AIMS HS Assessment. The individual scores indicate your student's knowledge and mastery of the Arizona Reading Standard.

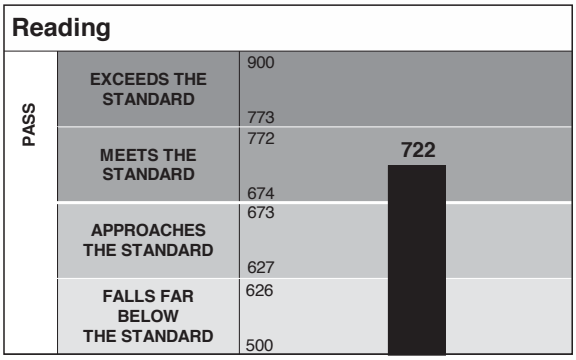
Detailed information about a student's performance on each concept tested is found under the Strand/Concept Results on the back of this report. These results allow teachers to target specific concepts, ensuring that students learn more.

Sincerely,

Tom Horne

Tom Horne
Superintendent of Public Instruction

2 AIMS HS Standards Based Results



The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels 3

4 Exceeds the Standard
Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate strong analytical and inferential skills in comprehending more challenging and complex text. They are able to determine the meaning of vocabulary using minimal context clues, correctly utilize colloquialisms and historical jargon, and use knowledge of modes to interpret text.

3 Meets the Standard
Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to identify and analyze literary elements such as theme, character, setting, plot, and point of view in complex texts. They will be able to support conclusions drawn from ideas and concepts in expository text and synthesize information from multiple sources to draw conclusions.

2 Approaches the Standard
Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show a basic understanding of literary elements, making relevant inferences, and interpreting graphic sources of information to support ideas. They can compare (and contrast) classic works of literature that deal with similar topics and problems. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard
Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Purpose

The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

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Figure 4c Student Report (AIMS HS), Page 1

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

Student Report
Page 2

How did FIRSTNAME perform on each Reading Strand/Concept?

Reading Strand/Concept Results

Strands/Concepts 4	Points Possible	Points Earned	Percent Correct
Strand 1: Reading Process	##	##	###
Concept 4: Vocabulary	##	##	###
Concept 6: Comprehension	##	##	###
Strand 2: Comprehending Literary Text	##	##	###
Concept 1: Elements of Literature	##	##	###
Concept 2: Historical and Cultural Aspects of Literature	##	##	###
Strand 3: Comprehending Informational Text	##	##	###
Concept 1: Expository Text	##	##	###
Concept 2: Functional Text	##	##	###
Concept 3: Persuasive Text	##	##	###
Total	####	####	###

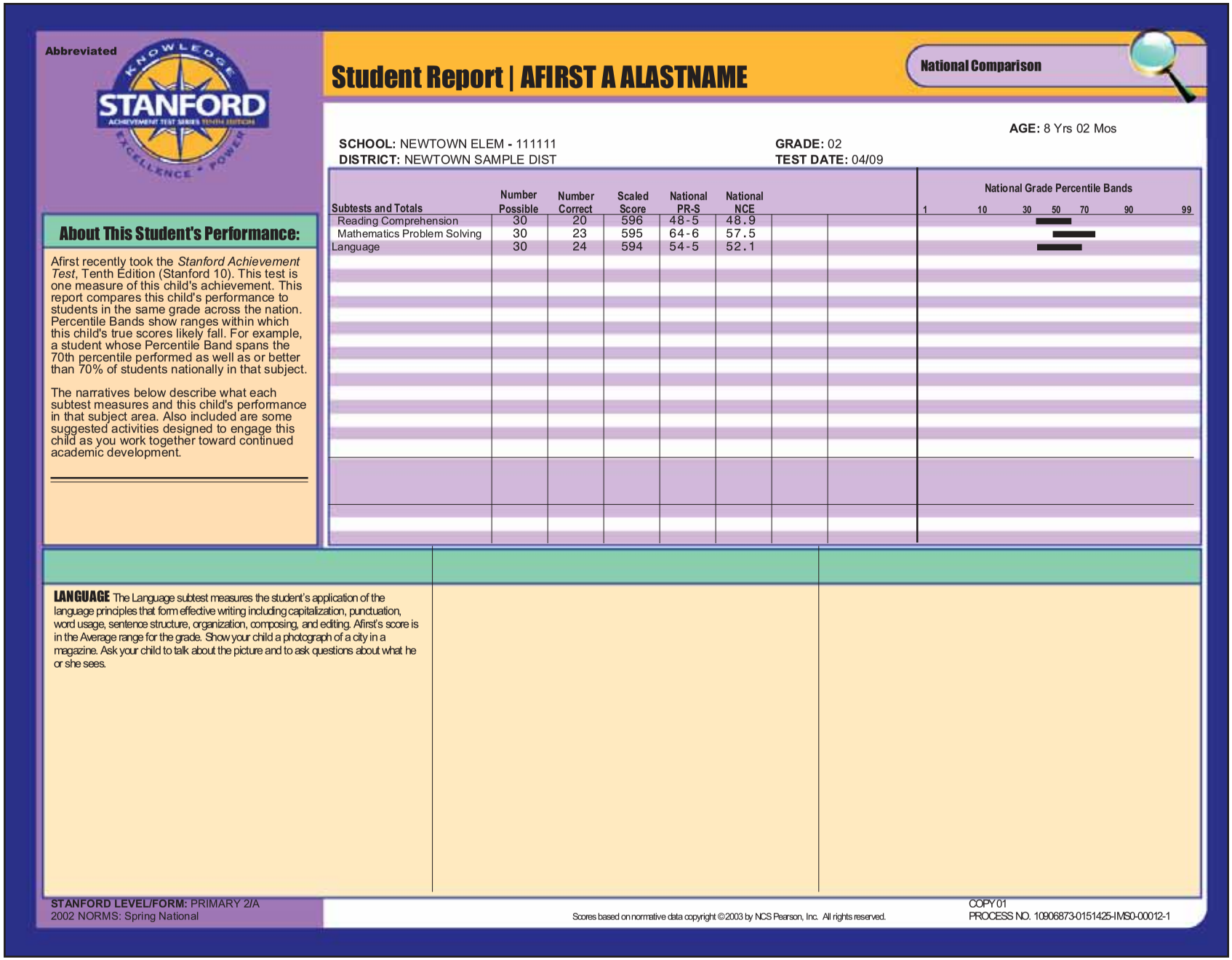
Additional Resources and Information

Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at www.azed.gov.

Figure 4d Student Report (AIMS HS), Page 2

Stanford 10 Student Report

The Student Report is shown in Figure 5. The report will be provided in both paper (2 copies) and PDF formats. The electronic copy will be posted to PearsonAccess. One of the paper student reports is for the student's parent/guardian. The report will contain the number possible, number correct, scaled score, national PR-S, and national NCE.



Abbreviated

Student Report | AFIRST A ALASTNAME

National Comparison

AGE: 8 Yrs 02 Mos

SCHOOL: NEWTOWN ELEM - 111111
DISTRICT: NEWTOWN SAMPLE DIST

GRADE: 02
TEST DATE: 04/09

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	National Grade Percentile Bands (1 10 30 50 70 90 99)
Reading Comprehension	30	20	596	48-5	48.9	
Mathematics Problem Solving	30	23	595	64-6	57.5	
Language	30	24	594	54-5	52.1	

About This Student's Performance:

Afirst recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this child's achievement. This report compares this child's performance to students in the same grade across the nation. Percentile Bands show ranges within which this child's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The narratives below describe what each subtest measures and this child's performance in that subject area. Also included are some suggested activities designed to engage this child as you work together toward continued academic development.

LANGUAGE The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Afirst's score is in the Average range for the grade. Show your child a photograph of a city in a magazine. Ask your child to talk about the picture and to ask questions about what he or she sees.

STANFORD LEVEL/FORM: PRIMARY 2/A
2002 NORMS: Spring National

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Figure 5 Stanford 10 Student Report

Using Test Results

Planning for Instruction

Generally, the classroom teacher is responsible for making decisions concerning the day-to-day structure and management of the instructional program so that all students in the class understand the academic standards.

Classroom teachers determine instructional priorities; make decisions about instructional methods, activities, and materials; and monitor student progress. Teachers make these types of decisions based on their knowledge of teaching and learning, familiarity with subject matter, and experience with students. In making sound instructional decisions, teachers must also gather and consider information from a variety of sources. Individual student differences must be recognized and accommodated. Instructional time must be addressed. This section will help teachers use the test results, along with other information, to make decisions about instructional programs.

Monitoring Progress

Monitoring the progress of students is an ongoing part of the teaching process. Every teaching opportunity is also a chance to gather information about students' strengths, needs, and misunderstandings.

In order to monitor progress, both the teacher and the student must know where the student started out and where the student is headed. The AIMS test provides information about what the student knows or can do in relation to the standards. Test results can serve, at least in part, as a baseline for instruction. The students' results on AIMS and Stanford 10 should be shared with them in a clear, nonjudgmental way.

The monitoring process should be systematic, but it does not need to be complicated or time-consuming. Teacher-made tests, formative assessments, benchmark assessments, classwork, and homework provide excellent feedback. As you implement your plan for instruction, you can also gather other important kinds of information about individual students, groups of students, or the entire class. For example, you might note the amount of time needed for students to master a particular concept or skill; the types of problems students have with a specific lesson; the types of questions students ask; or the number of times a certain concept must be taught.

Other tools can be used to monitor progress. Keeping samples of students' work can serve as a concrete way to share progress with parents. You may want to keep observational records on individual students or the class as a whole. This method of monitoring progress may take more time than other methods, but it allows you to gather important information about students' behaviors, attitudes, interests, and other factors that can help you make instructional decisions.

As partners in their own learning, students' attitudes will very likely improve if they are able to see that their efforts are paying off. Active participation by students in the monitoring process encourages them to take responsibility for their own accomplishments. Student checklists, journals, surveys, portfolios, and progress charts work well for self-monitoring in different areas of the curriculum. These evaluation materials can provide evidence of areas of progress as well as evidence of those areas still needing work. Monitoring students' progress in this way allows both you and the students to judge the effectiveness of your joint efforts and to adjust instruction when necessary.

A Partnership for Learning

Parents, students, and schools share the responsibility for educational success. Everyone concerned, especially the student, benefits when there is a partnership for learning. Test results are most meaningful when parents and students have been informed before testing about the reasons for testing, what will be tested, and how test results will be used.

Studies show that parental involvement in almost any form appears to produce a long-term positive effect on student achievement. Parents who are in touch with the school and who help their student at home promote an attitude that encourages the student's success in school. Once the test has been administered and you have student results, you will want to help parents and students understand the information about test scores. Evaluation of test performance should be a positive experience for students. The *AIMS Student Report* and *Stanford 10 Student Report* acknowledge the student's efforts on the AIMS test and Stanford 10 test and tell parents, teachers, and the student in a constructive way about the student's test performance.

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AZ00000883

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E